

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Mission Prayer

**We believe that we are all God's work of art.
We strive to respect and care for each other
and to use our talents to do our best
to build a better world.**

**By doing this, we are:
'Learning in the Light of Christ.'
Amen.**



Special Educational Needs and Disabilities Policy



March 2025

Pope Paul Catholic School

‘Learning in the Light of Christ’

Validation grid

Title	Special Educational Needs and Disabilities Policy
Co Authors	Nicola Lines
Associate Author/s	Liz Heymoz
Target Audience	All staff & Governors
Stake holders consulted	All staff & Governors
Curriculum /non curricular	Non Curriculum
Associated Policies / Documents	Child Protection Policy, all curricular policies, child looked after, behaviour policy, anti-bullying policy, Health and Safety policy, School Admission policy, SEND Information Report
New Policy or Review of existing policy.	Review
Date of Submission	March 2025
Date for Review	March 2027
Date ratified by Governors	March 2025

Signed*E Heymoz*..... Headteacher

Signed.....*C Mathew*..... Chair of Governors

Vision

We believe that **all** children are *God's work of art* and thus made in His image and likeness. At Pope Paul we seek to nurture **all** our children, enabling them to grow and develop to the best of their ability.

Our mission at Pope Paul Catholic Primary School is to create a school where gospel values are lived and where **all** pupils are able to fulfil their true potential through an education that is challenging, appropriate and enjoyable.

We will seek to be positive in our efforts to lead them towards a full life; mentally, physically, emotionally and spiritually.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is” a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Aims

All staff and governors at the school will do their best to meet the special educational needs of all the pupils at the school. This will be achieved by:

- Identifying pupils' needs as early as possible in order to assist pupils to reach their full potential.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special educational needs pupils.

- Enabling all pupils to access a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Enabling teachers to make appropriate provision for all their pupils through making available appropriate support, information and advice.
- Developing a wide community involvement in special educational needs through multi-agency partnership and other local initiatives to the benefit of the pupils
- Ensuring that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parent/carers.

Admissions

SEND Students with an Education Healthcare Plan (EHCP)

Applications received by the school from the local borough are considered on an individual basis and considered against the following criteria: whether the school believes it can meet the identified requirements and needs of the child and; whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.

Where the application is for a student with a recognised disability, the school's capacity to provide specialised and adapted facilities and resources will also be taken into account.

SEND Students without an Education Healthcare Plan (EHCP)

These arrangements are the same as all other students. Please see the school's admission policy.

Identifying SEND

The governing body, the head teacher, the SENCO, class teachers and all other members of staff are responsible for identifying and providing for children with special educational needs.

The school follows the guidance contained in the SEN Code of Practice (2014) . The Code recognises that children's needs and requirements may fall within or across four broad areas:

- **Communication and Interaction**- this includes children with speech and language and communication needs (SLCN) and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning**- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

- **Social, Emotional and Mental Health-** this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or display lack of concentration.
- **Sensory and/or Physical Needs-** this includes children with sensory, multi-sensory and physical difficulties.

The Graduated Approach

The Code of Practice outlines a Graduated Response to pupils' needs: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This graduated approach involves a four-part cycle: Assess, plan, do review.

Assess

As pupils progress through the school a combination of assessment is used.

- Teachers' assessment
- Pupil progress attainment and behaviour
- Development in comparison to their peers
- Views and experiences of parents
- Child's own views
- Advice from external agencies where relevant

Plan

SEN advice is given for those pupils who are not making expected progress or whose development is causing concern. A list of actions is drawn up to ensure support. This may include seeking advice from external agencies such as Educational Psychologists, Speech and Language Services, Autism Advisory Services or Specific Learning Difficulties Bases.

All teachers and support staff working with pupils will be made aware of their needs, the expected outcomes, support provided and teaching strategies or approaches that are required. This information is recorded on the child's Assess, Plan, Do, Review Map.

Do

The class teacher is responsible for working with the pupils on a daily basis including when the pupil is receiving small group or one to one interventions away from the main class. They will work closely with the SENCO and other external agencies to plan and evaluate the impact of support and interventions and to further assess the pupils' strengths and weaknesses.

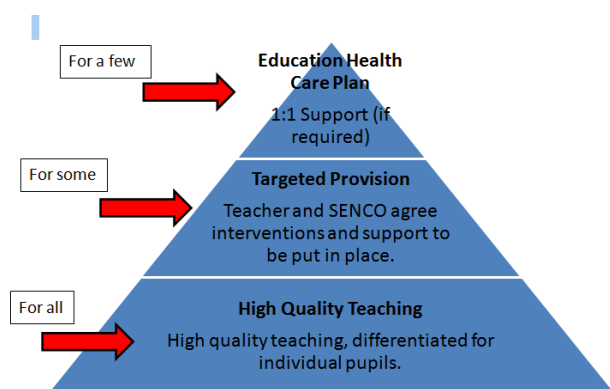
- I. We provide “High Quality Teaching” for all pupils differentiated to meet their individual needs. “Additional intervention and support cannot compensate for a lack of good teaching “(Code of Practice 2014)
This includes focused lessons with clear objectives; high expectations of all pupils; high levels of interaction; appropriate use of teacher questioning, modelling and explaining; learning through dialogue with opportunities to discuss work; regular use of encouragement, praise and rewards to engage and motivate pupils.
- II. Some pupils may require additional small group interventions, strategies or opportunities to enable them to access their learning and make progress.
- III. A few pupils will require an additional highly personalised package of provision and interventions to support them to access their learning and make progress.

Review

We carefully review and evaluate the quality of teaching for all pupils through lesson observations, book scrutiny and pupil progress meetings. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, will revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes and will share this with parents.

Provision

Our provision is based on the following model:



Class Provision Map

The class teacher leads the provision for all children in their class and will follow the school’s procedures for monitoring progress, identifying needs and co-ordinating precisely designed provision to meet those needs. A systematic approach of assessing, planning, implementing and reviewing is integral to the process of precisely meeting the needs of children with SEND.

An overview of all the provision in place for a class is recorded on a class provision map which is constantly reviewed and updated by the class teacher and used as a working document to ensure that it reflects the current support in place.

SEND Support

The school will place a child in the category of SEND Support when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Their progress will be reviewed and updated regularly and at least once per term.

Specialist Support

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The pupil's parents will always be involved in any decision involving specialists. We work with the following outside agency support:

Educational Psychologist Team

Communication and Autism Team

Speech and Language Therapist

Family Support Worker

Play Therapist

Physiotherapist

Child and Adolescent Mental Health Services (CAMHS)

Occupational Therapist

Watling View Outreach Support

HIVE DSPL 6 Primary Behaviour Provision

Social Services

Education Support Team for Medical absence (ESTMA)

Education and Health Care Plans (EHCP)

EYFS SEND Team

Hearing Support Service

Physical and Neurological Impairment Team

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents may consider requesting an Educational, Health and Care needs assessment.

Supporting Pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Individual Health care plans record the needs and provision of children with medical conditions and are created with the advice from Healthcare professionals.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and ensures that the SEND Code of Practice (2014) is followed.

Training and Resources

Within its overall budget the school has an amount identified as the National SEND budget. The school ensures that it has the most effective level of support available to meet children's needs including teachers, Learning Support Assistants, specialist equipment and books. The budget is also used to provide professional development or specialised training for staff.

We ensure that all teaching staff receive the CPD they need in order to provide high quality teaching and learning. The weekly staff meetings are frequently used to focus on an area of Continuous Professional Development (CPD) and we identify further training and development needs via the annual Performance Management process. Training is refreshed regularly and training opportunities planned so that staff have an up to date knowledge to meet the needs of the children they are supporting.

The school's SENCO regularly attends the DSPL 6 network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative, Mr Mathew, who takes particular interest in this aspect of the school.

The Role of Governing Body involves:

- Working closely with the SENCO in determining the strategic development of SEND policy and provision in the school.

- Ensuring that there is a SEND governor
- Ensuring that funding meets the needs of pupils with SEND
- Monitoring SEND and Mental Health and Wellbeing provision

The Role of the Head Teacher involves:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCO in determining the strategic development of SEND policy and provision in the school.
- Ensuring appropriate resources are allocated for pupils with SEND from the delegated budget.
- Monitoring SEND provision

The Role of the SENCO involves:

- Working closely with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- Ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational need
- Helping staff to identify pupils with special educational needs
- Supporting staff with provision for pupils with SEND
- Liaising with and advising colleagues on SEND issues
- Liaising with parents of SEND children
- Contributing to in-service SEND training
- Liaising with relevant external agencies
- Liaising with other schools when necessary
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

The Role of the Teacher involves:

- Providing high quality teaching for all pupils
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Liaising with parents of children with SEND
- Liaising with Teaching Assistants about the SEND children in their class.

The Role of LSAs involves:

- Supporting the teaching and learning of individuals and groups of pupils throughout the school.
- Delivering differentiated provision for groups of pupils as identified in school support strategies
- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Compliance

Pope Paul Catholic Primary School has a named SENCO, Mrs Nicola Lines and a named governor, Mr Clive Mathew responsible for SEND.

Together they ensure that the SEND policy works within the guidelines of the SEND Code of Practice (2014), the Local Education Authority and other policies currently within the school.

The success of the school's SEND/Inclusion policy and provision is evaluated through;

- Progress shown through interventions and pupils' work books
- Monitoring of classroom practice by SLT
- Analysis of pupil tracking data
- School self-evaluation document
- Meetings of parents and staff, both formal and informal
- Pupil progress meetings
- Pupil Voice

Dealing with complaints (refer to Complaints Policy)

Pope Paul Catholic Primary School strives to build positive relationships between all members of its school communities and for its values to be reflected in every aspect of its work.

It is acknowledged that sometimes a complaint will need to be made and the Complaints policy sets out the procedure which should be followed in such circumstances. This policy is available on the school website.